

SKRIPSI



**TEACHERS QUESTIONS IN ENGLISH CLASSROOM OF SMA
N 1 WELAHAN JEPARA IN THE ACADEMIC YEAR
2018/2019**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2018**

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JEPARA IN THE ACADEMIC YEAR 2018/2019**

SKRIPSI

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In partial Fulfillment of the Requirements for Completing the Sarjana
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In the Department of English Education**

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2018**



MOTTO AND DEDICATION

Motto:

- Learn from yesterday, live for today, hope for tomorrow
- Be better than you were yesterday



This research is dedicated to:

- ✓ Allah SWT the almighty.
- ✓ Her beloved grandmother (Mrs. Siti Rugaya)
- ✓ Her beloved parents Mr. Bambang Wijayatmo (father) and Mrs. Rismawaty (mother).
- ✓ Her beloved future (Muhammad Arifin).
- ✓ Her beloved friends in A class of English education Departement at Muria Kudus University.
- ✓ Everybody who supports her.

ADVISORS' APPROVAL

This is to certify that the Skripsi of Rizki Leviana Wijayanti (NIM 201432007) has been approved by the skripsi advisors for further approval by the Examining Committee.

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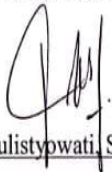
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Rizki Leviana Wijayanti



ABSTRACT

Wijayanti, Rizki Leviana. 2018. *“Teachers Questions in English Class of SMA N 1 Welahan Jepara in the acadamic year 2018/2019”*. Skripsi. English Education Departement, Teacher Training and Education Faculty, Muria Kudus University. Pemimbing: (1) Dr. Achmad Hilal Madjdi, M.Pd. (2) Ririn Aisyah P.U, S.S, M.Pd.

Key Words : Teachers Questioning, Types of Questions, Functions of Questions, Students Response.

Questions are the ways of the teachers which have function to control interaction among students while teaching in the classroom. Effective of questions can brighten students' attention to understand the material, generate curiosity, encourage students to think deeper and gain more knowledge. But, often effective questions are not always accepted by students in the classroom during the learning process. So, as the teacher asks students questions during the learning process is very important for students to be more active and more able to think. In teaching in the class, the teacher gives different questions depending on the situation of the learning process in the classroom. Besides the questions from the teacher, the response given by the students is also a very important thing to note because by knowing how the students response to the questions given, the teacher can know the students can understand or not to the material that has been taught so that it can be improved to be even better.

The objective of this research is: (i) to find out types of questions used by SMA N 1 Welahan Jepara teachers in the academic year 2018/2019 during the learning process in the classroom. (ii) to find out the questioning functions used by SMA N 1 Welahan Jepara teachers in 2018/2019 during the learning process in the classroom. (iii) to find out how students response to the questions given by the teacher during the learning process in the classroom.

This is a descriptive qualitative research. The data of this research is teachers questions used by English teachers and student responses to the questions given by the teacher. The researcher did observation and video recording of two teachers when they are taught in a class where the duration of each session is 60 minutes. To analyze data, the researcher identifies the teachers questions and student responses, classifies, analyzes and make the conclusions.

The result of this research shows that type of questions used by two English teachers of SMA N 1 Welahan Jepara in the academic year 2018/2019 are dominant in procedural questions with the total frequency 65 questions. It means that the teachers only focus on managing the class, so they can control the students. The result of function of questions shows that, two English teachers of SMA N 1 Welahan Jepara in the academic year 2018/2019 are dominant use instructional function with frequency 96 questions. It means that the teachers can encourage the students to think deeply about the material. In result of the students response, shows that almost students choose to keep silent and cannot give respon well especially in type of questions convergent, divergent questions and for the function of questions is instructional and motivational function. It means that the students didn't understand about the

teachers questions and didnt understand about the material that have been explained.

The end of this research, the researcher suggest that teachers can use more variety questions and not only focus on managing the class, but also focus on students to be more willing to think so that will be balanced and better.



ABSTRAK

Wijayanti, Rizki Leviana. 2018. *“Teachers Questions in English Class of SMA N 1 Welahan Jepara in the academic year 2018/2019”*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing :(1) Dr. Achmad Hilal MAdjdi, M.Pd. (2) Ririn Aisyah P.U, S.S, M.Pd.

Kata Kunci: Pertanyaan Guru, Tipe Pertanyaan, Fungsi Pertanyaan, Respon Siswa

Pertanyaan adalah cara yang dilakukan oleh guru yg berfungsi sebagai alat atau sarana untuk mengontrol interaksi antar siswa saat mengajar di dalam kelas. Pertanyaan guru yang efektif dapat membeir perhatian siswa untuk memahami materi pelajaran, memunculkan rasa ingin tahu, mendorong siswa untuk berfikir lebih dalam dan mendapat pengetahuan yang lebih banyak. tapi seringkali pertanyaan yang efektif tidak selalu diterima oleh siswa di dalam kelas saat proses pembelajaran. Jadi seorang guru memberi pertanyaan pada siswa saat proses pembelajaran adalah hal yang sangat penting agar siswa lebih aktif dan lebih dapat berfikir. Dalam mengajar, guru memberi pertanyaan yang berbeda tergantung pada situasi proses pembelajaran di dalam kelas. Disamping pertanyaan dari guru, respon yang diberikan siswa juga menjadi hal yang sangat penting untuk diperhatikan karena dengan mengetahui bagaimana respon siswa terhadap pertanyaan yang diberikan, guru dapat mengetahui siswa dapat memahami atau tidak terhadap materi yang telah diajarkan sehingga hal itu dapat diperbaiki untuk menjadi lebih baik lagi.

Tujuan dari penelitian ini adalah: (i) untuk menemukan tipe-tipe pertanyaan yang digunakan oleh guru SMA N 1 Welahan Jepara pada tahun ajaran 2018/2019 selama proses pembelajaran di dalam kelas. (ii) untuk menemukan fungsi-fungsi pertanyaan yang digunakan guru SMA N 1 Welahan Jepara pada tahun 2018/2019 selama proses pembelajaran di dalam kelas. (iii) untuk menemukan bagaimana respon siswa terhadap pertanyaan-pertanyaan yang diberikan oleh guru selama proses pembelajaran di dalam kelas.

Penelitian ini adalah sebuah penelitian deskriptif kualitatif. Data dari penelitian ini adalah pertanyaan-pertanyaan yang digunakan oleh guru bahasa Inggris dan respon siswa terhadap pertanyaan-pertanyaan yang diberikan oleh guru. Penulis mengamati dan merekam dua guru ketika mereka sedang mengajar di dalam kelas yang mana durasi setiap sesinya adalah 60 menit. untuk menganalisis data, penulis mengidentifikasi pertanyaan guru dan respon siswa, mengklasifikasi, menganalisis dan membuat kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa tipe pertanyaan yang digunakan oleh dua guru SMA N 1 Welahan Jepara pada tahun ajaran 2018/2019 adalah dominan pada tipe pertanyaan procedural dengan jumlah 65 pertanyaan. ini berarti bahwa guru tersebut fokus pada mengelola kelas, sehingga siswa dapat di kontrol sata proses pembelajaran. Hasil penelitian pada fungsi pertanyaan menunjukkan bahwa dua guru SMA N 1 Welahan Jepara pada tahun ajaran 2018/2019 cenderung menggunakan pertanyaan sebagai fungsi intruactional dengan jumlah 96 pertanyaan. Itu berarti bahwa guru

tersebut dapat mendorong siswa untuk memahami materi yang sedang diajarkan secara lebih mendalam. Pada respon siswa, siswa cenderung diam dan tidak bisa menjawab pertanyaan dari guru khususnya pada tipe dan fungsi pertanyaan convergent dan divergent sebagai fungsi instructional dan motivational. Siswa bisa memberi respon pada tipe pertanyaan procedural sebagai fungsi diagnostic. Itu berarti siswa tidak bisa memahami apa yang ditanyakan oleh guru dan belum menguasai materi yang sedang diajarkan.

Akhir penelitian ini, penulis menyarankan agar guru bisa lebih menggunakan pertanyaan yang bermacam-macam dan tidak hanya fokus pada mengelola kelas, tetapi juga fokus terhadap siswa agar lebih ingin berfikir sehingga akan menjadi seimbang dan lebih baik.



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